

Ending, Archiving, Updating, and Reusing an Online Course

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Content Overview

1. Archived digital resources include: simulations, animations, tutorials, text entries, Web sites, bibliographies, audio and video clips, quizzes, photographs, illustrations, diagrams, graphs, maps, charts, labs, cases, assessments, etc.



Content Overview

2. Designing personal archive plans.
3. Obtaining permission from students.
4. Making time to update your online contents.



Content Overview

5. Sharing content between courses.
6. Making back-up files.



BACK UP BACK UP!!!!

Content Overview

7. Support: ask a student to check over what you saved or ask for support from your teaching and learning center.
8. Updating course content: Updating podcasts, webcast lectures, online exams, and other documents.



Content Overview

9. Finding exemplary archived courses.
10. Reviewing archiving procedures of existing courses.



Content Overview

11. Archived Resource Considerations:

- Purpose or scope;
- Who contributed or created (gaining permissions);
- Need for updating;
- Technical requirements (operating system);
- Learning resource type (e.g., simulation, diagram);
- Interactivity type and level.

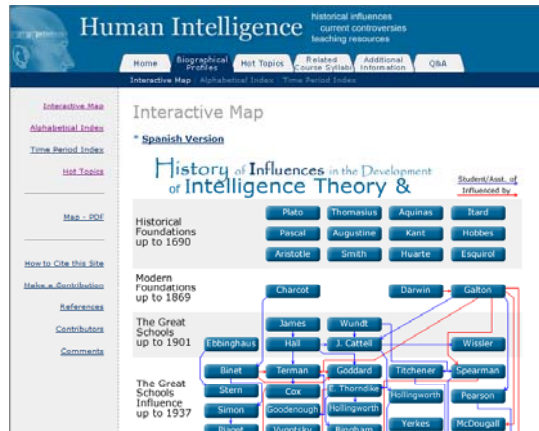


Archiving, Updating, and Reusing Opportunities

1. Permission to post student work ("let me make it better").
2. Student volunteers to update content.
3. Accumulate more videos, Web resources, portals, etc.



Human Intelligence Portal (Dr. Jonathan Plucker, IU)



Weekly Course Video Listing



Week 3: Social Learning Theory (part of Driscoll Chapter 9)

1. Bandura's Social Cognitive Theory: An Introduction from Davidson Films: <http://video.google.com/videoplay?docid=-2953790276071699877&hl=en>
2. Albert Bandura: 2007 Everett Rogers Colloquium: <http://www.youtube.com/watch?v=xjlbKaSXM3A&feature=related>
3. Theory Master Theater – Bandura Social Learning: http://www.youtube.com/watch?v=byhLPxT_FJQ&feature=related
4. Albert Bandura Bobo Doll experiment <http://www.youtube.com/watch?v=vdh7Mngntnl&feature=related>
5. Children See... Children Do (a must watch video!): <http://www.youtube.com/watch?v=SJF50kwRJE>

Week 4: Cognitive Information Processing (Driscoll Chapter 3)

1. Miracle in Human Brain: <http://www.youtube.com/watch?v=FZ3401XVYww>
2. How the Body Works: Spatial Memory: <http://www.youtube.com/watch?v=7enuWf9H-F0&mode=related&search>
3. How your memory work?: <http://www.youtube.com/watch?v=2vrVXWjKdQo>
4. Artificial Intelligence:

Archiving, Updating, and Reusing Opportunities

4. Student project galleries.
5. Course selected as best practice.

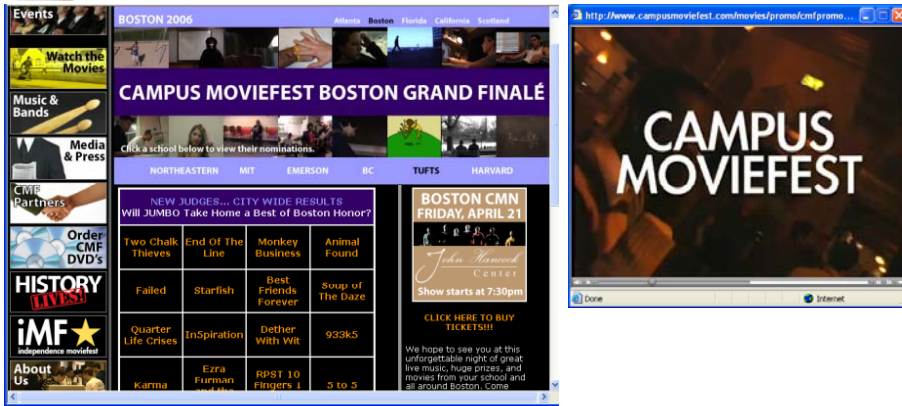


YouTube Video Project Gallery





Campus Movie Festivals



Advice and Guidelines

1. Remember that no online course is ever complete. Continue to save quality course contents.
2. Hire a student to help save the good stuff.



Advice and Guidelines

3. Create a system for flagging and saving content for the next time you offer the course. For instance, keep a file for possible new course materials, articles, assignments, and other ideas.



Advice and Guidelines

4. Personally review when you think worked and did not work.
5. Make plans for the next time you offer the course.



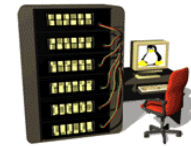
Advice and Guidelines

6. Conduct formative and summative assessment of course contents. Students might rate course contents.
7. Break course into manageable chunks or units.



Advice and Guidelines

8. Leave space for new units or topics.
9. Consider storing online content in a personal server or personal space.



MIT OpenCourseWare (OCW)

The screenshot shows the MIT OpenCourseWare website. The header includes the MIT logo and navigation links: Home, Courses, Donate, About OCW, Help, Contact Us, and a search bar. The main content area displays the course '4.440 / 4.462 Basic Structural Design' with a photograph of a modern building. Below the photo, it lists the level (Undergraduate / Graduate), instructor (Prof. John Ochsendorf), and course features (Projects, Exams). A sidebar on the left contains links for viewing all courses, course home, syllabus, calendar, readings, assignments, exams, and related resources. At the bottom, there are links to download course materials, send feedback, cite the course, email the page, newsletter sign-up, and donate.

Open Yale Courses

The screenshot shows the Open Yale Courses website. The header includes the text 'Open Yale courses' and navigation links: Home, Courses, About, Terms of Use, Feedback, and Help. The main content area displays the course 'Principles of Evolution, Ecology and Behavior with Professor Stephen C. Stearns' with a photograph of Professor Stearns. Below the photo, it lists the course contents (Principles of Evolution, Ecology and Behavior, Syllabus, Class sessions, Downloads, Survey) and provides information about the course and the professor. A sidebar on the left contains links for course contents, syllabus, class sessions, downloads, and survey.

Advice and Guidelines

10. Check the procedures for saving or archiving content with your CMS. How long is the content saved and portable to newer versions of the course by the CMS? How do you move or reuse it? You do not want to lose important forms, tests, resources, and other documents.



Advice and Guidelines

11. Determine the policy of your institution regarding taking and reusing the content you create in new environments.



Advice and Guidelines

12. Check out other courses in your area or discipline that are archived.
13. Perhaps write to author or owner of such courses for permission to use that content.

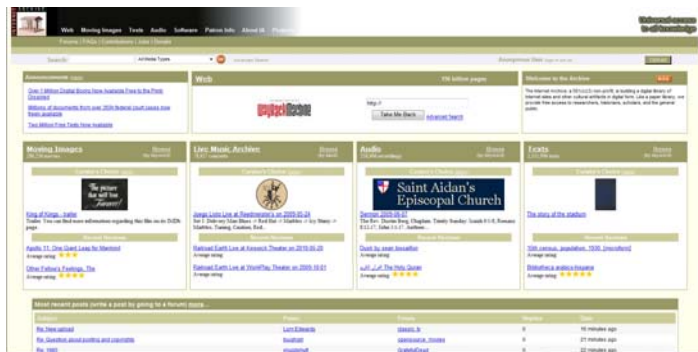


Advice and Guidelines

14. Explore courses archived or made available at the Internet Archive, MIT OpenCourseWare, Open Yale, Open Educational Resources (OER) Commons, the National Repository of Online Courses (NROC), etc.



Internet Archive (Founder, Brewster Kahle)

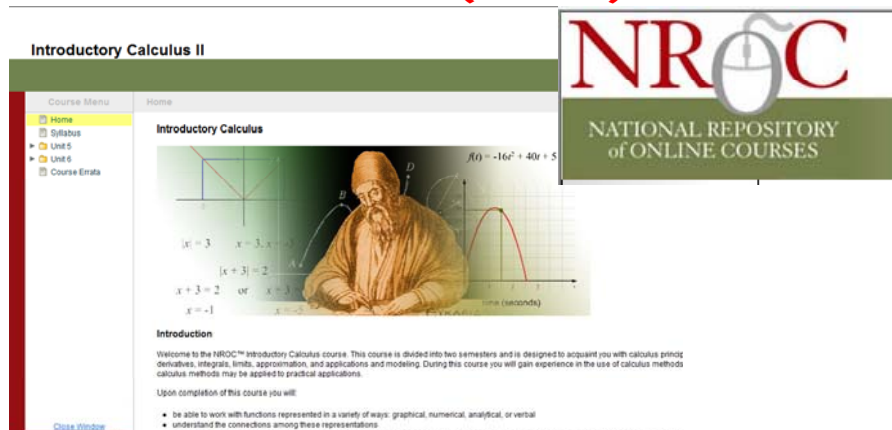


WayBackMachine

Open Educational Resources (OER) Commons



National Repository of Online Courses (NROC)



Archive! Update! Reuse!

For More Information, Contact:

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